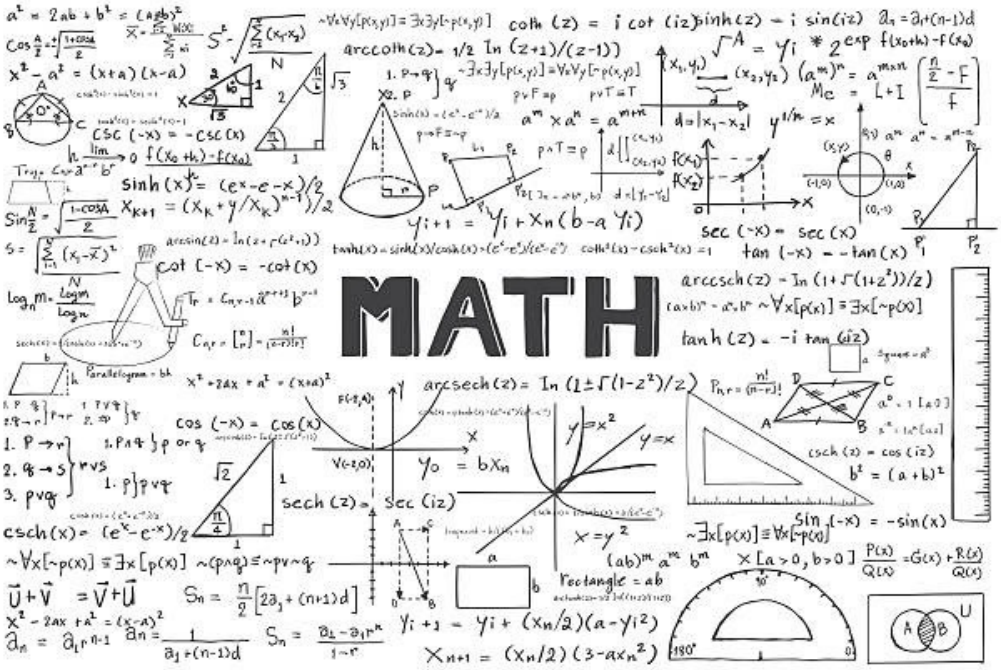
PEMBROKE HALL HIGH SCHOOL

MATHEMATICS

SCHOOL BASED ASSESSMENT (SBA)

PROJECT




Name of Students: Keyholani Latouche

Roland Cameron

Shamere Davis

Centre: Pembroke Hall High School

Teacher: Tajera Metcalfe

Territory: Jamaica

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ACKNOWLEDGEMENT

We would like to thank God for giving us good health and thank all the participants, teachers, and Educational philosophers who steer us from start to finish in completing this project.

To our teacher Miss Tajera Metcalfe we would like to express our deepest thanks and gratitude, who gave us a golden opportunity to select our group; which in turn influenced us to create this wonderful project on the topic “To investigate students attendance and participation before and during Covid at School X”

# PROJECT TITLE

To investigate the Students attendance before and during COVID at School X.

# INTRODUCTION

From the investigation, the current COVID-19 pandemic resulted in the abrupt closure of schools disrupting in person education internationally. There are currently no studies directly addressing the effect of COVID-19 on academic performance, or child mental health and functioning.

School closures have a very real impact on all students, but especially on the most vulnerable ones who are more likely to face additional barriers. With COVID-19, taking daily attendance and monitoring absenteeism is essential. Absenteeism is a leading indicator of educational inequity. A wealth of research shows chronic absence (missing 10% or more of the school year) predicts being less likely to read proficiently by third grade, pass courses in middle school, or graduate from high school.

When students don’t “show up” to school (whether it is in person, at distance, or blended), it is an early warning sign that positive conditions of learning (physical and emotional health and safety; a sense of belonging; an affirming environment; connection and support; academic challenges with the capacity to support these conditions) are not in place for students, their families, and sometimes their entire community. This is as true for preschoolers as it is for young adults. If absenteeism is widespread, it is an indication of challenges that require systemic solutions. Given the projected learning loss from school closures, it is more imperative now than ever that students are present every day.

# METHOD OF DATA COLLECTION

The pandemic caused by covid 19 have negatively impacted institutions and businesses leading Xto them closing their campus and have moved from Face to Face institutions to online. The sudden transition to online learning has caused several issues that have not yet been resolved.

In our school with a class population of 30 students, we have identified students who have no device, connection problems and a lack of understanding of their online platforms and as such they have not frequently attended class.

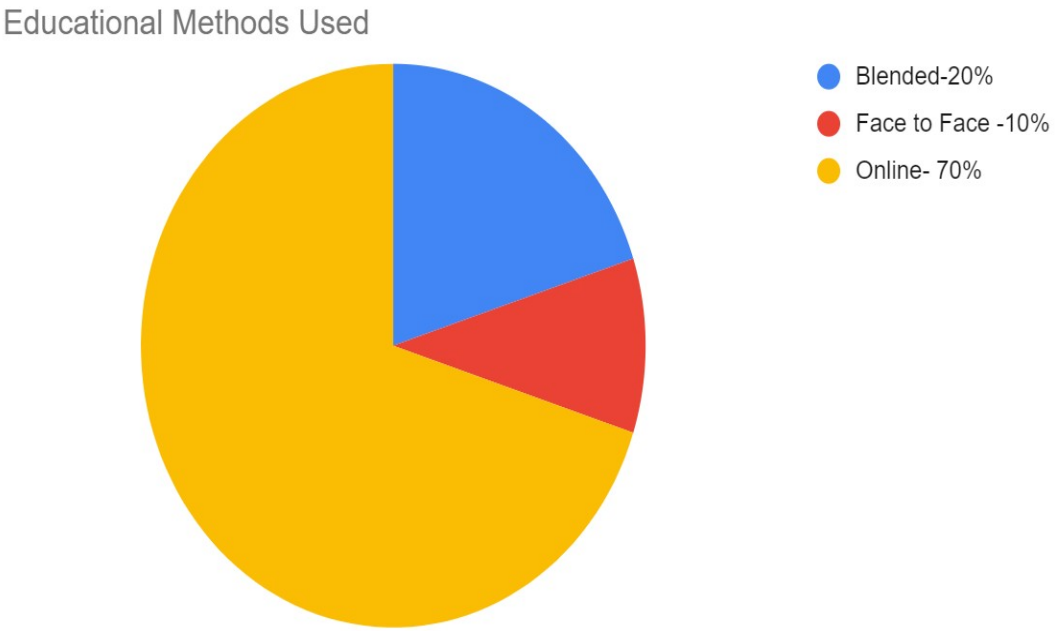
Parents are the guardian of children and this research would not be valid or accurate if we didn’t ask permission before conducting our research. Additionally students/parents were never given an opportunity to choose which mode of learning they would rather. Instead they were given one option which is online based learning without the appropriate tools, devices and understanding to use their platforms.

PRESENTATION OF DATA

**Table 1 (from class Register)**

| Student | Gender | Age |
|---|---|---|
| Student A | Male | 15 years (High School) |
| Student B | Female | 15 years (High School) |
| Student C | Female | 16 years (High School) |
| Student D | Male | 17 years (High School) |
| Student E | Female | 16 years (High School) |
| Student F | Male | 15 years (High School) |

Figure 1 – The information above is a sum of 6 students  who were selected with the problem after which they were selected to participate in our research. Additionally, three (3) of the participants were girls and three (3) were boys; as what can be seen above our sample group is not female nominated and  both genders are equally represented in this study.



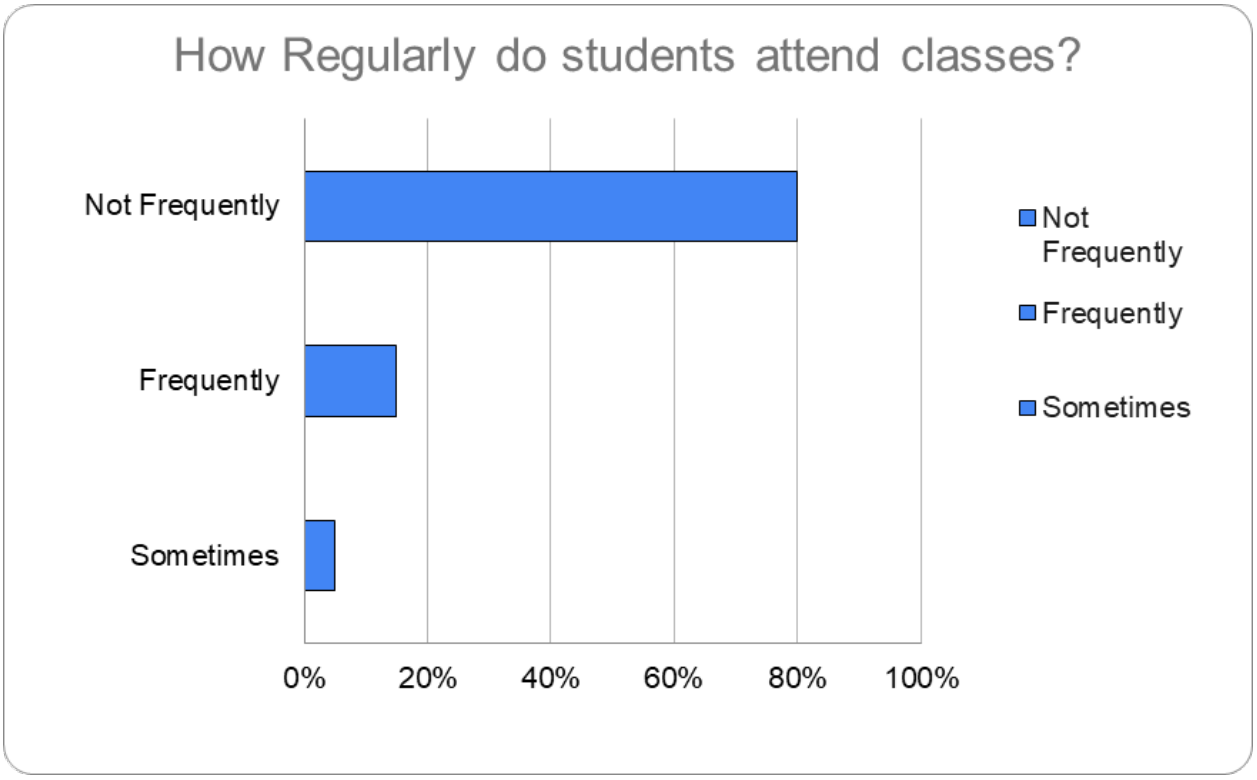
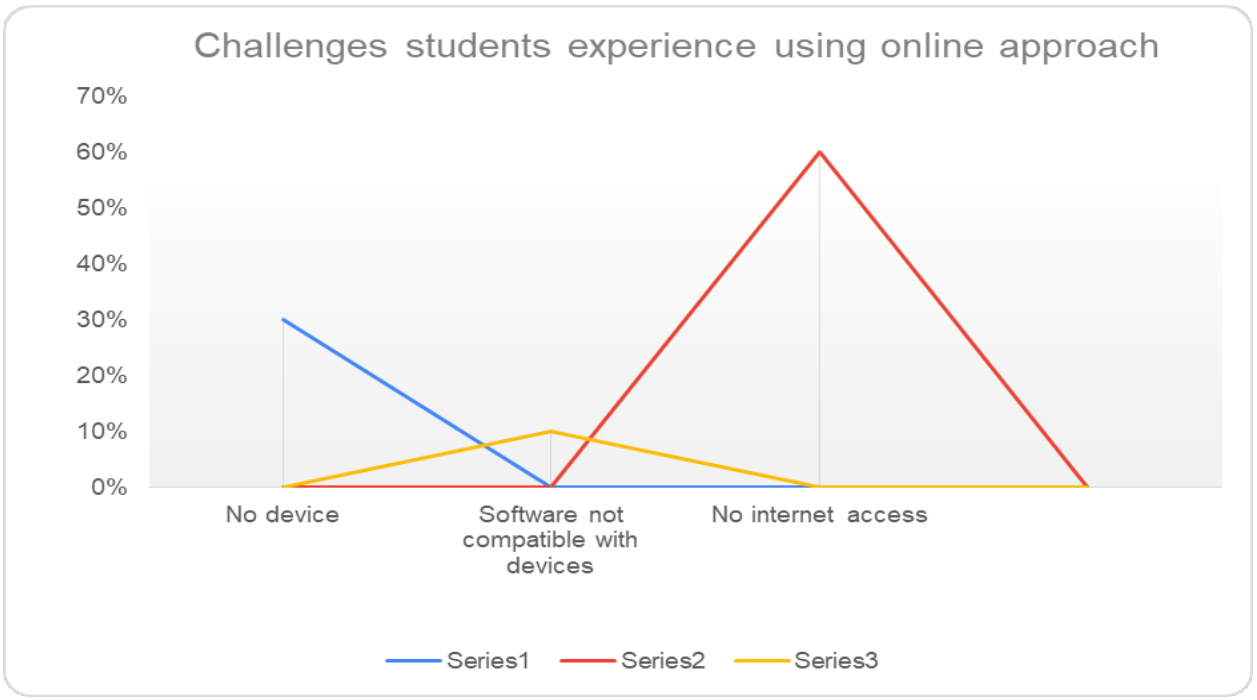



Figure 3 – The graph shows the results from the questionnaire in which students between ages 15-17 were asked to state how frequently they attend class during this current covid 19 pandemic. With a large number of 80% saying that they do not attend classes regularly, 15% of respondents have stated that they attend class as much as they can whether online or face to face. A small number of 5% have indicated that they attend class sometimes whenever they get a device to borrow or have access to the internet.



ANALYSIS OF DATA

So, as you can see in the presentation of data, we have gathered the sum of (6) six students who were observed with the problem after which they were selected to participate in our research. Secondly, under the same heading figure (2) two shows between the three learning processes blended, face to face and online which is most and least effective. Figure (3) three indicates the regularity in which students attended classes in this virus. Figure (4) shows various challenges students face doing online classes. International journal of advanced Science has concurred with our introduction by stating that the whole education system has been disruptive by covid 19. Many problems have arisen as a lockdown have to be implemented to reduce large gathering within schools. In addition, a recent JIS article have highlighted the importance of socialization and how covid 19 reduces interaction between students and teachers. Which all go back to the online learning system, and its impact on students.

# CONCLUSIONS

The current coronavirus pandemic is having a profound impact, not only on people's health, but also on how they learn, work and live. This Mathematics School Based Assessment (SBA) is used 'To investigate the Students attendance before and during COVID at School '. Which is located in St. Andrew Jamaica. The objective of this research is to;

See how students adapt to this new system of education built around the online approach.

How covid 19 affects students attendance and participation within our school.

Student inability to use devices given.

Comparing the most effective approach to use when learning during covid

APPENDIX (Questionnaire)

Please read all questions carefully and answer each question to the best of your ability.

Are you a male or Female? _____

2. Do you attend school?

Yes [ ] No [ ] Sometimes [ ]

3. What type of approach have you selected?

Blended [ ] Face to Face [ ] Online [ ]

4. Do you have a Electronic device?

Yes [ ] No [ ]

5. Do you attend class regularly?

Frequently [ ] Not Frequently [ ] Sometimes [ ]

6. If you are participating in distance learning, how often do you hear from your teachers

Individually?

Frequently [ ] Not Frequently [ ] Sometimes [ ]

7. What challenges do you experience when using your device to do online classes?

_____

8. How difficult or easy is it to use the distance learning technology (Computer, Tablet,

Video calls, learning applications etc)? If Yes, Please State. _____

9. Which aspects of class have you found least engaging? _____

10. How do you complete projects, assignments, activities given when doing using an online

Approach? _____

11. How much time do you spend each day at school when using the online approach?

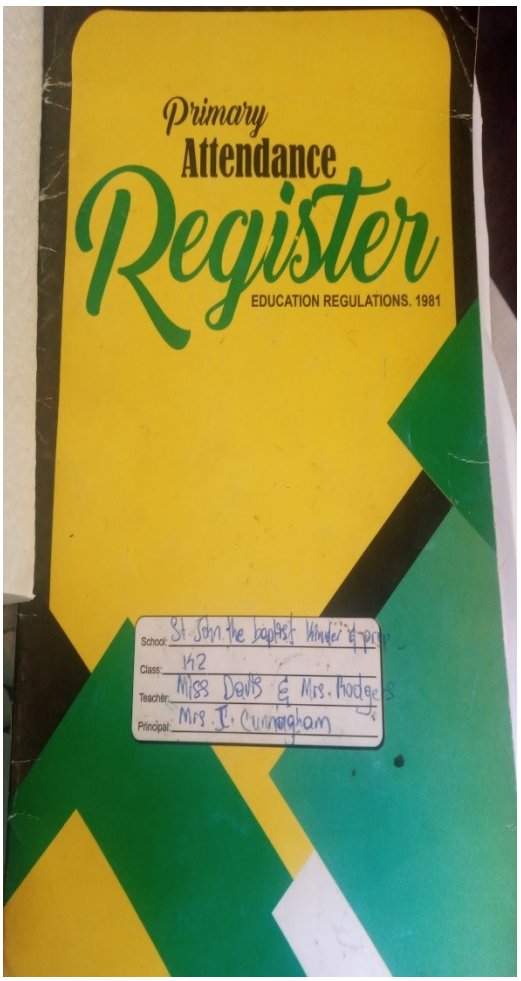
_____

12. What was the most challenging aspect of the online learning platform?

_____

13. How do you social with your peers when using the online approach?

_____


Primary
Attendance
Register
EDUCATION REGULATIONS. 1981
School: St. John the Baptist Minder & prep
Class: K2
Teacher: Miss Davis & Mrs. Hodge
Principal: Mrs. L. Cunningham